

**THE PROFILE OF BILINGUAL EDUCATION
AT DYATMIKA KINDERGARTEN**

THESIS

by

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ABSTRACT

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This study was a phenomenology research involving descriptive-qualitative design. This study aimed at identifying profile of bilingual education at Dyatmika Kindergarten. This study was conducted in Dyatmika Kindergarten. The present study was conducted to the school personnel and community including the headmaster, four teachers and some students' parents of Dyatmika Kindergarten. The data obtained in this study are qualitative data. The qualitative data were obtained from guided interview in the form of some related information, observation and document analysis. The data were gained through several research instruments, such as researcher as key instrument, list of guided interview questions, checklist, and observation sheet. The result of interview, observation, and document analysis data were analyzed descriptively using Interactive Model. This study found that Dyatmika Kindergarten had completely fulfilled the criteria of a good bilingual school, such as having and achieving clear school goals, having safe school climate, integrating bilingual program to school community, providing leadership and support for bilingual program, having quality personnel, having good relationship with parents and communities of the students, having quality curriculum, and instructions. Based on the result, Dyatmika Kindergarten could be proposed to be a model for other bilingual kindergarten.

Keywords: *profile, bilingual education, bilingual kindergarten*

ABSTRAK

Widhiasih, Luh Ketut Sri (2012). **Profil Pendidikan Dwi-bahasa di Taman Kanak-kanak Dyatmika**. Tesis, Program Studi Pendidikan Bahasa Program Pascasarjana Universitas Pendidikan Ganesha Singaraja.

Tesis ini telah diperiksa dan dikoreksi oleh Pembimbing I: Prof. Dr. Putu Kerti Nitiasih, M.A. dan Pembimbing II: Dra. Luh Putu Artini, M.A. Ph.D.

Penelitian fenomenologi yang menggunakan rancangan deskriptif kualitatif ini bertujuan untuk mengidentifikasi profil pendidikan dwi-bahasa di Taman Kanak-kanak Dyatmika. Subjek penelitian ini adalah warga dan komunitas sekolah yang mencakup kepala sekolah, empat guru, dan beberapa orang tua siswa Taman Kanak-Kanak Dyatmika. Data yang diperoleh pada penelitian ini berjenis data kualitatif. Data kualitatif diperoleh dari wawancara terstruktur, observasi, dan analisis dokumen. Data diperoleh dengan menggunakan peneliti sebagai instrument kunci dan beberapa instrumen penelitian lain seperti lembar daftar pertanyaan wawancara terstruktur, *checklist*, dan lembar observasi. Hasil wawancara terstruktur, observasi dan analisis dokumen dianalisis secara deskriptif menggunakan Model Interaktif. Hasil penelitian menunjukkan bahwa Taman Kanak-kanak Dyatmika telah dengan lengkap memenuhi kriteria-kriteria sebuah sekolah dwi-bahasa yang bagus, seperti memiliki tujuan sekolah yang jelas dan tercapai, memiliki iklim sekolah yang aman, mengintegrasikan program dwi bahasa dengan komunitas sekolah, menyediakan sistem kepemimpinan dan dukungan untuk program dwi bahasa, memiliki personil berkualitas, memiliki hubungan yang baik dengan orang tua dan komunitas sekolah, memiliki kurikulum berkualitas dan *instructions* berkualitas. Berdasarkan temuan, Taman Kanak-kanak Dyatmika bisa diajukan sebagai sekolah model bagi taman kanak-kanak dwi-bahasa lainnya.

Kata kunci: *profil, pendidikan dwi-bahasa, taman kanak-kanak dwi-bahasa*

INTRODUCTION

Rapid changes of globalization era, nowadays, could significantly encourage an unlimited relationship and connection among countries in all around the world. The relationship stated formerly might be seen in some aspects of life, such as; social interactions, economics, educations, and other important aspects which were related to human needs in life. This relationship triggers people to communicate more globally and open their mind in accepting all changes and movements in life. In accordance to this, the need of mastering international language is merely needed for the sake of having successful competition in globalization. English, as an international language, plays important role which causes people eager to learn more about it both in formal education and informal one. Therefore, recently, school curriculum has put English as one consideration in holding the teaching learning process.

Based on Mahrum (2009), the teaching and use of a global language, English, in Indonesia had dominated language education in recent years. Moreover, the teaching of English in Asian countries had brought great advantages to education because it provides the students with a wide access to global information and knowledge of Science and Technology. As a result, in many school, English becomes popular subject to be studied. Moreover, English is being used as an instructional language in many formal and non-formal educational institutions. When a school uses another language as well as their native language as an instructional language in its teaching learning process, it could be said that the school conducted bilingual education. As defined by Nieto (2000, p. 200) in Brisk (2008, p. 31), bilingual education is broadly defined as “educational program that involves the use of two languages as instruction in some point in student’s school career.” In Indonesia, bilingual education commonly happens in a school that is called National Plus School or bilingual school.

Brisk (2008, p. 96-198) cited that the effective bilingual schools’ features should include having clear school goals, having safe school climate, integrating bilingual program to school community, providing leadership and support for bilingual program, quality personnel, having good relationship with parents and communities of the students, quality curriculum, and instructions. Because students of bilingual schools come from different culture backgrounds, schools have to decide appropriate goals for the development of the students. Then, based on the goals, the school can create a productive academic environment and accepting community. Although school could not change the social reality, they could create

a different society within their walls. Getting to know the students and their families as well as welcoming their languages and cultures can build a coherent community where the bilingual program becomes an integral part of the school. Successful schools create “a nurturing, family atmosphere with high expectations for learning and personal development” (Senesac, 2002, p. 99). With the parents and community, the schools can compose quality of curriculum and instruction from the betterment of the students. Improvement of bilingual programs necessitates fundamental changes within the whole school because the overall quality of the school would affect the bilingual program.

Consequently, parents had a perception that by sending their children to bilingual school, their children would get a good quality of education (Oladejo, 2006). Furthermore, this decision gave these children the edge in a very competitive educational environment. That phenomenon had an effect to the development of bilingual school in Indonesia, especially bilingual kindergarten. Bilingual kindergarten has been perceived as the best choice of the parents who are enthusiastically encouraged their children to learn English as early as possible. To cover the demand of seat in bilingual kindergarten, the bilingual kindergarten institution had been established to compete in the potential market, and the number of kindergartens teaching other language than Bahasa Indonesia has continued to grow in the past few decades. The development of these bilingual kindergartens go along with the expectation of the parents to bring their children to the better language skill in academic achievement and better career opportunities (Oladejo, 2006).

According to personal communication with the teacher of a National Plus kindergarten, in teaching learning process the teacher used both English and Bahasa Indonesia as instructional language. However, the school curriculum was not bilingual. Because the curriculum was not bilingual, the instructions were not bilingual. The researcher also observed some National Plus School in Denpasar. They did not have any clear school goals. They only included the academic and sociocultural aspect in their goals. They did not include language development of the students. It seemed that they only used the languages without having any purpose to achieve language development of the language used. Moreover, those schools made their own standard of schools which they claimed as bilingual program. Based on the interview and observation, it could be said that the existence of bilingual kindergarten in Bali, especially Denpasar regency was not accompanied by a school model which could give example of how to conduct an effective bilingual education in bilingual kindergarten. Since the development of Dyatmika School as bilingual school which

had kindergarten in it, it should have impact to the development of the other bilingual kindergartens. Further, based on document analysis of Dyatmika Kindergarten' goals, the researcher found that one of Dyatmika Kindergarten' goals was to establish itself as a training and reference center for teachers or educators outside Dyatmika School and strive to become a role model or example for schools in Bali and at the national level. That school goal made the researcher felt optimistic to make Dyatmika Kindergarten to be a school model of bilingual kindergarten in Bali.

The researcher observed the phenomena above as an urgent topic to be investigated, so that the researcher conducted a research to identify profile of bilingual education at Dyatmika Kindergarten. The result of this research was expected to provide information and model for the bilingual education at bilingual kindergarten itself.

The problem concerned in the present study was stated as follows: how the school goal orientations at Dyatmika Kindergarten, how the school climate at Dyatmika Kindergarten, how bilingual program integrates to school community at Dyatmika Kindergarten, how the leadership and support for the bilingual program at Dyatmika Kindergarten, how the quality of personnel at Dyatmika Kindergarten, how the relationships among school, parents and communities of the students at Dyatmika Kindergarten, how the curricula at practices at Dyatmika Kindergarten, and how the instructions at practices at Dyatmika Kindergarten.

The results of this study are expected to be beneficial for the other researcher, the school under study and the other bilingual kindergartens. The present study was limited to identify the profile of bilingual education at Dyatmika Kindergarten based on the eight criteria of a good bilingual school by Brisk (2008).

RESEARCH METHODS

This study was a phenomenology research involving descriptive-qualitative design to identify profile of bilingual education at Dyatmika Kindergarten. While the approach of this research was phenomenology research, this research reported using qualitative design so that the researcher could explore the phenomena under study deeply.

The present study was conducted to the school personnel and community including the headmaster, four teachers and some students' parents of Dyatmika Kindergarten. The sampling technique that was used in this research was purposive sampling technique.

Since this research was a phenomenology research involving descriptive-qualitative design, the term variables changed into focus. Moreover, the focus of this research was a

profile analysis on the bilingual education at Dyatmika Kindergarten based on the eight criteria of a good bilingual school by Brisk (2008).

The data obtained in this study is qualitative data. The qualitative data were obtained from guided interview in the form of some related information, observation and document analysis.

The result of interview, observation, and document analysis data were analyzed descriptively using Interactive Model to see profile of bilingual education at Dyatmika Kindergarten based on eight criteria of a good bilingual school by Brisk (2008). Interactive Model consists of four steps: data collection, data reduction, and data display and conclusion drawing/verification (Miles and Huberman, 1994). Those steps were done to obtain the desired pattern so that could be drawn a conclusion. The stages in the data analysis were conducted cyclically and constantly by the researcher to obtain the data saturation and pattern of the data. If the data had already saturated and had made a pattern, it meant the conclusion of this study was credible.

RESEARCH FINDINGS

Based on data collection, the researcher found some findings which will be described further. It was noted that Dyatmika Kindergarten goals had contained three elements of effective school goals, such as development of language proficiency, sociocultural integration, and academic achievement. Dyatmika Kindergarten divided the goals into general and specific goals. There were eight points of general goals and four points of specific goals. Each goals reflected Dyatmika Kindergarten expectation of their students. Based on the interview with the headmaster, the school had design programs to achieve those school goals. The observation also supported that the school had achieved by applying the programs. One of the goals that interest the researcher to do this present study was the expectation of the school to become school model of the other bilingual school in Bali or in Indonesia.

Based on interview with the headmaster and teachers and observation of the school climate, the school climate of Dyatmika Kindergarten could be described having and maintaining a safe climate of the school by providing bilingual and bicultural society, knowing their students, and putting high expectation to the students. Based on the interview with the headmaster and teachers, they had been facilitating the students in two languages, Bahasa Indonesia and English, and two cultures, Indonesia and Western culture. Before

adapting those languages and cultures, the teachers tried to know their students' background knowledge and culture deeply by using some approaches, such as observing the students and discussing with parents. That information of the students had a lot of advantage for the teachers to put their highest expectation toward the students.

The integration of bilingual program and school community at Dyatmika Kindergarten could be described. It was found that Dyatmika Kindergarten had integrated its bilingual program and the school community by having equality of status for all school communities, clear understanding of the program by students and parents, freedom of language use, and encouraging classroom methodologies. The school also coordinated the curricula with all communities of school to integrate the program with the school community. Other approaches to get the integration were also done at Dyatmika, such as meeting the students' needs flexibly, emphasizing on the teachers' strengths, and having physical proximity of classrooms in the cluster.

The leadership and support for bilingual program at Dyatmika Kindergarten could be described that Dyatmika Kindergarten had strong leadership and support to the bilingual program. It could be seen by the result of interview with the headmaster in which she had encouraged parents to participate the school activities, encouraging and participating in staff development, exercising their authority, doing researches, securing the support of teachers to carry out the school's mission, and creating community support. Based on the observation, the headmaster was well informed and knowledgeable about bilingual education.

By interview with the headmaster and observation to the class activities, the quality of personnel at Dyatmika Kindergarten could be described. As the result, it was found that the teachers at Dyatmika Kindergarten were bilingual and biliterate (Bahasa Indonesia and English). Also, they were graduated from Educational University and have teaching license, so that they had a good qualification of bilingual teacher. For the staff and administrators, Dyatmika Kindergarten did not expect them to be bilingual, but the school had provided program to make them all bilingual. The school also conducted training based on their professional so that they could work efficiently with the students. Based on the observation, the personnel of Dyatmika Kindergarten were discipline and professional. They dedicated themselves for the improvement of the school.

The relationship with parents and communities of the students at Dyatmika Kindergarten could be described by conducting interview with the parents and teacher and observation. From the interview with the parents, it could be said that the parents participating in exercising their home language and culture at home by various ways. They

also motivated their children in learning by facilitating them with some learning media. They also involved in school's activities that related with their students' education. Teacher added that the school had provided many kinds of programs for the parents. Based on the observation, the programs for parents could make the close relationship of the parents, teachers and the other school communities.

According to the document analysis, Dyatmika Kindergarten had two curricula, National Standard curriculum and Unit by Design curriculum. The curricula were bilingual and bicultural. The curricula made use of the importance of the two languages (Bahasa Indonesia and English) and two cultures (Indonesia and Western culture). The material planned in the curricula also varied, had high quality, interesting, and served in both languages. Moreover, the assessment planned in the curricula was authentic and performance assessment. The assessment conducted in two languages, so that it would be fair for the students.

The researcher used document analysis and observation to get the data of quality of instructions at Dyatmika Kindergarten. As the result, Dyatmika Kindergarten had instruction which respected the students' language and culture. The instructions were engaging, challenging, and supportive. It provided with the attractive teaching strategies which made the students active. To support the instructions, the variation of materials and assessment were also provided. The families of the students and the teachers collaborated to make the instructions run well.

DISCUSSIONS

Nowadays, bilingual schools made their own standard of schools which they claimed as bilingual program. Based on the interview and observation, it showed that the existence of bilingual kindergarten in Bali, especially Denpasar regency was not accompanied by a school model which could give example of how to conduct an effective bilingual education in bilingual kindergarten. Since the development of Dyatmika School as bilingual school which had kindergarten in it, it should have impact to the development of the other bilingual kindergartens.

From the description of the findings, the statement of problems of this study could be clearly answered. Brisk (2008, p. 96-198) cited that the effective bilingual schools' features should include clear school goals, safe school climate, integrate bilingual program to school community, provide leadership and support for bilingual program, quality of personnel, good

relationship with parents and communities of the students, quality curriculum, and instructions. Because students of bilingual school came from different culture background, school had to decide appropriate goals for the development of the students. Based on Brisk (2008, p. 97), the goals of a bilingual school should cover three aspects for bilingual learners, such as: (a) Language proficiency to academic grade level, (b) Sociocultural integration to student's ethnic community and the whole society, and (c) Academic achievement as defined by school for all students. Dyatmika Kindergarten had already covered all of those goals in its school goals. It included language proficiency to academic grade level by inserting the ability of the students to master English and Bahasa Indonesia with the expectation that the graduates could be easily achieve language proficiency in higher lever. By observation, Dyatmika Kindergarten also programmed art subject which contained authentic material and assessment that would reserve the culture. Dyatmika Kindergarten also wanted the students to achieve intellectual capacity and have extensive knowledge, so that it provided it with broad new and precise curricula.

Then, based on the goals, the school could create a productive academic environment an accepting community. Based on Brisk (2008, p. 101), appreciating language and culture involves four indicators: (1) showing positive attitude towards bilingual students' home language, (2) encouraging positive attitude towards English and English speakers, (3) maintaining positive attitude towards students' and staff's cultural background, and (4) facing linguistic and cultural conflicts. Moreover, Dyatmika Kindergarten had provided bilingual and bicultural society to the students. The teachers showed positive attitudes toward bilingual students' home languages by allowing students to use their home language in every occasion. The teachers also encouraged positive attitudes toward languages and the speakers by giving model of those languages (Bahasa Indonesia and English) in side and out side the classroom. The teachers maintained positive attitudes toward students' and staff's cultural background by respecting each other. Rarely, the researcher could see some linguistic conflict in the class. On the other hand, the teachers had never found any serious cultural conflict.

Another dimension of a good school climate involves how teacher understands students and how students understand each others (Brisk, 2008, p. 107). This includes their understanding of subject content, language proficiency, and previous educational experiences. Based on the interview to some teachers in TK A and TK B, the researcher could say that the teachers knew their bilingual students. The teachers knew the characteristic

of their students in understanding subject content, language proficiency, and previous education experience.

Teachers who have high expectations of their students (Brisk, 2008, p. 112): (1) do not let personal circumstances of the students affect their belief that students can develop to their highest potential, (2) provide challenging curricula, (3) use teaching strategies that allow students to grow and learn such as fostering critical thinking, grouping students heterogeneously and using the native language, (4) do not use English proficiency to judge intellectual ability or determine a lesson's level of difficulty, (5) engage students regardless of English proficiency, and (6) recognize students' accomplishments. The teachers in Dyatmika Kindergarten had put high expectation towards their students. They did not let personal circumstances of the students affect their belief that students can develop to their highest potential, because every child should reach their highest potential, do their best, and try their hardest.

To achieve the integration, the school also needs to make sure that students and parents have clear understanding of the program (Brisk, 2008). At Dyatmika Kindergarten, the school had already maintained the equality of status among teachers and students. The bilingual teachers and the teacher who was native speaker of English were assigned to do the same workload and a shared responsibility either in conducting class instructions activities or administrative work. The equality status of students was also accomplished at Dyatmika Kindergarten. There was no difference in treatment among the students who are Indonesian, mix Indonesian and foreigner, or purely foreigner. Moreover, the school coordinated curriculum to parents in several ways and events. The Headmaster said that to coordinate the curriculum and programs, the school held Parents Information Evening.

According to Brisk (2008, p. 121), Principal's supporting attitudes are defined by some dimensions such as hire bilingual staff members from students' cultures, encourage parents of students to participate in the school activities, encourage staff to participate in staff development focused on students, participate in such staff development himself or herself, be well informed and knowledgeable about bilingual education, include program staff on meeting agendas, promote programs and services for students in district and community meetings, work with the district bilingual staff to design school curriculum, allow district bilingual staff to plan with school staff. Dyatmika Kindergarten had provided leadership and support to the bilingual program in it by meeting all of the criteria above.

In addition to have the will and motivation to help students succeed, staffs working with bilingual students need the academic and linguistic preparation to help them achieve it (Brisk, 2008, p. 123). At Dyatmika Kindergarten, most of the teachers are bilingual and biliterate, English and Bahasa Indonesian. However, some of them are only the native of English. All teachers at Dyatmika Kindergarten appreciated their students' culture and other cultures. Moreover, all of the teachers should have the theoretical background to support classroom practices (Brisk, 2008). As the qualification at Dyatmika Kindergarten, all of the teachers should be undergraduate graduation or S1 degree. They also should have strong basic of English because Dyatmika Kindergarten is bilingual school that uses Bahasa Indonesian and English as their daily languages, so that most of the teacher at Dyatmika Kindergarten came from English Education Department. The teachers should also have teaching license that is called *Akta Mengajar IV* in Bahasa Indonesia. The teachers should have also experience in teaching at school for some years. The teachers at Dyatmika Kindergarten were looked master content of what they taught. On the other side, the quality of staff at Dyatmika Kindergarten was also good. Although not all of the staff understood bilingualism, they were bilingual. The school had program to improve their staff proficiency in English. Besides learn English, the staff also got training based on their professional so that they could work efficiently with the students.

Besides having a good quality of personnel, the bilingual school should be also supported by the productive partnership with parents and communities of the students. Because parents expect the best for their children, they must be involved in the design of bilingual-bicultural school in which their children are studying. This can be practically done by developing home language and culture as well as motivating their children to learn English and to function it in their culture (Brisk, 2008, p. 128). At Dyatmika Kindergarten, parents were involved in the design of bilingual-bicultural school by developing the home language and culture and motivating their children to learn English or Bahasa Indonesia and to function it in their culture. In motivating their children to learn English or Bahasa Indonesia and to function it in their culture, parents had already facilitated their children with some sources of learning the language. Parental participation in children's education is essential for the success of education (Brisk, 2008, p. 128). Moreover, parents in Dyatmika Kindergarten also participated in community and education service. Based on Brisk (2008, p. 129), there are six major types of activities which are commonly found in home-school participation in education: home-school communication, volunteering, home activities,

governing, collaboration with community organizations (Goldenberg, 1993 in Brisk, 2008, p. 128), and “across the border” activities. Dyatmika Kindergarten had home school communication activities such as, Parents Meeting, Parent Information Evening, Work share, and Parent Conference program. For volunteering activities, Dyatmika Kindergarten had Field Trip, Assembly, Book Week, Story Telling, Bazaar, and Potluck Party. Moreover, home activities had been done by sending the medium term plan to the parents in which there were clear subjects and topics that would be taught every week in a term. Dyatmika Kindergarten also had Parents Teachers and Friends Association for governing activities. While, for across the border activities, sometimes the teachers went for the students’ birthday party at their home. However, Dyatmika Kindergarten did not have any collaboration with community organization.

Quality curricula accessible to all students reflect high expectations of the education system (Brisk, 2008, p. 136). To set those high expectations, Dyatmika Kindergarten had two kinds of curricula. They were National Standard Curriculum and Understanding by Design Curriculum (curriculum which came from the combination of National Standard Curriculum and Cambridge Curriculum). A bilingual curriculum takes advantage of both languages to teach language, literacy and content areas (Brisk, 2008, p. 137). Understanding by Design Curriculum was a bilingual curriculum because it took advantages of languages, native and second language (Bahasa Indonesia and English) to teach language literacy and content areas to the students. The native languages was used to develop literacy and for teaching academic content. The second languages of the students had already developed in the curriculum. Dyatmika kindergarten curriculum restricted the languages of instruction for the teachers but not for the students. For the consistency of language choice and student assignments in Dyatmika Kindergarten, it had already stated in National Standard Curriculum. It stated that the use of languages in Dyatmika Kindergarten is 50% Bahasa Indonesia and 50% English.

The instructions at Dyatmika Kindergarten had respected students, their language, and their culture. As stated in Brisk (2008, p 165), language and content area teachers need to create bilingual and cross-cultural environment by respecting for students, their language and their culture. On the observation, the researcher noticed that the teachers explained language varieties of certain word. The effective bilingual school should have engaging, challenging and supportive instruction (Brisk, 2008, p. 174). Instructions planed in Dyatmika Kindergarten had been engaging, challenging, and supportive. The teachers had encouraged students to participate actively in the lesson. The students in Dyatmika Kindergarten had

played an active role in learning. Based on observation, TK A and TK B's classrooms had been organized to maximize learning, collaboration, and participation. In the learning plan, the researcher could not find assessment that would be used to assess certain activities in the learning plan. Based on the document analysis of leaning plan, resources used in Dyatmika Kindergarten had been varied and serve the basic goals. In learning plan, it could not see the involvement of family and communities in the classroom.

The information provided as the result of this present study can be a good sources for the school and the other schools. Since the result of the study contains complete information about the school, the school also can use this data to do evaluation on its bilingual program to improve the quality of the school and proof that the school can be a school model for other schools.

CONCLUSION AND SUGGESTION

This study was phenomenology research which was aimed at identifying profile of bilingual education at Dyatmika Kindergarten. This study was conducted in Dyatmika Kindergarten. The data were gained through several research instruments, such as observation sheet (for observing the application of school goals, school climate, integration of bilingual program with school community, leadership and supports for bilingual program, quality of personnel, quality of curricula and quality of instructions), checklist (for school goals, curricula, and learning plan document analysis), and list of guided interview questions (for gathering information of school goals, school climate, integration of bilingual program with school community, leadership and supports for bilingual program, and quality of personnel). Interactive Model was employed as the present research procedures. The data obtained were qualitatively described.

To sum up, from the result of the data analysis above, the profile of bilingual education at Dyatmika Kindergarten could be concluded as in conformity to the criteria of good bilingual school by Brisk (2008). It could be clearly seen from the clear school goals, safe school climate, good integration of bilingual program with the school, provision of leadership and support for bilingual program, quality of personnel, and good relationship with parents and communities of the students, quality curriculum, and instructions. The result of this profile analysis strengthened the position and proof whether Dyatmika Kindergarten was eligible to be a school model for the other National Plus School which had bilingual program in it.

Based on the result of the study, there were some points that could be suggested. It is suggested to the school to use this result of this study as valuable information for improving school quality and as a proof whether the school has a good qualification of a bilingual kindergarten, since the result of this study had detail information about the school. As stated previously, the profile of bilingual education at Dyatmika Kindergarten was in conformity to the criteria of good bilingual school by Brisk (2008), it was suggested to other National Plus School which had bilingual program in it to get benefit from this result of research by reviewing the profile of bilingual education at Dyatmika Kindergarten and use it as a model. For kindergartens which do not have any native English teacher in the school, it is recommended that the kindergartens should have good qualification of bilingual teachers. Since the result of this study was a profile of bilingual education in one of National Plus School in Bali, the research might need further improvement because the length of data taking of this study was short and the subject being involved was very limited. It is suggested for the other researchers to continue this study by improving the quality of this study.

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